**March 28**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

1.6.2: Listening Skills; 1.3.3: Literacy Elements; 1.1.2 Word Recognition Skills; 4.7 Environment and Ecology; 9.1a.3 Production and Performance: music and movement; 10.4.3: Balance and Strength

**Story:**  *Daniel’s Dinosaurs* by Mary Camine

**Procedure:**

1. Open them shut them poem
2. Title of the book
3. Does anyone have this name in our class?
4. Read book
5. Ask questions pertaining to the story

**Transition:**  Stomp around the room like dinosaurs

**Group:**

1. Read  *Oh, Say Can You Say Din-o-saur’*  by Bonnie Worth
2. Put together the dinosaur puzzle
3. Introduce letter Q
4. Read Q words from the dictionary, have them suggest words that start with the letter Q
5. Air write the letter Q

**Small Group:**  *Shoe-a-saurus* (this is a 5 day project)

1. Pick out color of construction paper
2. Trace partners shoe
3. Cut out shoes

I will call over two students at a time and have them use their fine motor skills and take turns tracing each other’s shoes. They will then cut out their shoe.

**Movement:** We will roll an activity cube and the children will have to do what the cube tells them to do.

**March 29**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

1.6.2 Listening Skills; 4.7 Threatened, Endangered, and Extinct species; 9.1c.1- Representation 10.4.1 Balance and Strength

**Story:**  *Dinosaur Bones* by Bob Barner

**Procedure:**

1. Open them shut them poem
2. Ask: does anyone know the name of a person who looks for dinosaur bones?
3. Ask who knows what a paleontologist does.
4. Read the story pointing out the various bones and if they can guess the name of the dinosaur bones.
5. During the story Miss. Jen will hide various dinosaur bones around the room.
6. After the story tell them they are going to be paleontologist and search for dinosaur bones.

**Transition:**  Walking around the room looking for dinosaur bones

**Group:**

Once all the bones are found:

1. We will start to build the dinosaur
   1. Each student will get to decide where their bone belongs
   2. Put the bones together, starting at the feet.
   3. Once all the bones are put together we will hang it up on the wall.
2. Building the dinosaur will continue for at least 1 more day.

Dinosaur bones laid out ready to be put up

**Small Group:**  *Shoe-a-saurus* (this is a 5 day project)

1. We will decorate the shoes that we cut out the previous day.
   1. The children will use a variety of materials to decorate their shoe-a- saurus.
   2. The students will be given a variety of materials to use, square pieces of paper, construction paper, google eyes, tissue paper, paper confetti, and feathers.

 two of the ‘shoe-a-saurus’ decorated shoe-a-saurus- decorated

**Movement:** We will move to the following songs:

Silly Willies

My Heart Says Thanks

Warming up #1

**March 31**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

1.6.2 Listening Skills; 1.2.5 Inferences; 1.4.1 Narrative; 4.7 Threatened, Endangered, and Extinct species; 9.1c.1- Representation 10.4.1 Balance and Strength

**Story:** *Dinosaur*  by Gail Gibbons

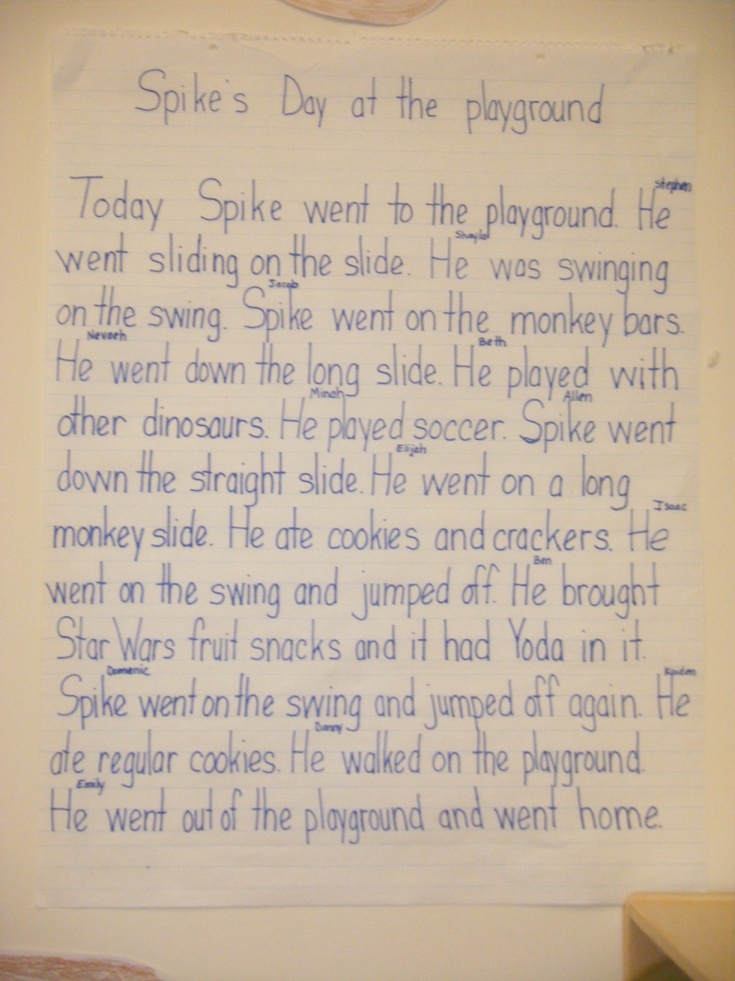
**Procedure:**

1. Open them shut them poem
2. Read the story, pointing out the different varieties of dinosaurs

**Transition:**  walking like itty bitty dinosaurs

**Group:**

We will write a story about our dinosaur. The children will each have a turn to tell me a sentence that we will add to the story. The

 The Story we wrote about our dinosaur.

**Small Group:**  *Shoe-a-saurus* (this is a 5 day project)

Today we will finish our shoe-a-saurus by mounting it onto paper and painting dinosaur tracks on to it. The children will pick what color paper they would like to use and then dip dino feet into paint and put it across the paper.

The finished Shoe-A-Saurus mounted with story.

**Movement:** Today we will use the parachute.

**March 30**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

1.6.2 Listening Skills; 1.2.5 Inferences; 4.7 Threatened, Endangered, and Extinct species; 9.1c.1- Representation 10.4.1 Balance and Strength

**Story:**  *Dinosaur Train*  By Steven Gurney

**Procedure:**

1. Open them shut them poem
2. Show the cover of the story
3. Ask about the story and gather ideas from the children about what they think the book is about.
4. Read the story.
5. During the story Miss. Jen will hide various dinosaur bones around the room.
6. After the story; tell them they are going to be paleontologist and search for the rest of the dinosaur bones.

**Transition:**  Stomping like dinosaurs

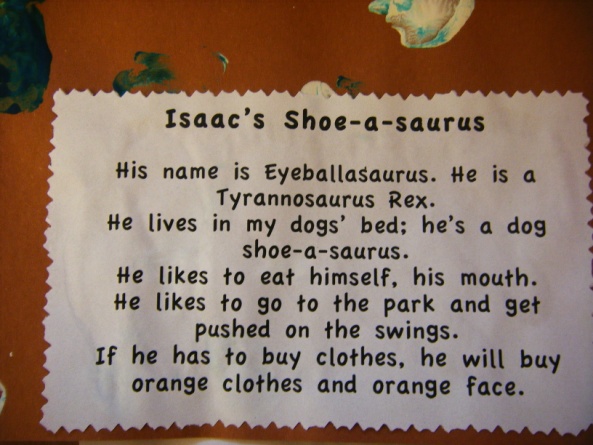
**Group:**

1. We will graph and compare various dinosaurs.
   1. We will graph how many varieties of dinosaurs there are in the bag
   2. We will graph how many stand on 2 feet or 4 feet
   3. We will graph how many are carnivores or herbivores
2. We will have the children find the rest of the dinosaur bones.
3. As they find the dinosaur bones I will hang them up and complete our dinosaur.

Completed Dinosaur

**Small Group:**  *Shoe-a-saurus* (this is a 5 day project)

Today the children will name their shoe-a-saurus and write a story about their shoe-a-saurus.

 An example of one shoe-a-saurus story.

**Movement:** Today we will use the movement cube again, the gym is unavailable for us to use.

**April 1**

**Learning Experience:** Story, Large Group, Small Group, Movement

**Learning Standards:**

1.6.2 Listening Skills; 1.2.5 Inferences; 4.7 Threatened, Endangered, and Extinct species; 9.1c.1- Representation 10.4.1 Balance and Strength

**Story:**  *Mine-o-saur*  By Sudipta Bardhan-Quellen

**Procedure:**

1. Open/shut them poem
2. Ask: What is it called when you let someone play with something that you’re playing with.
3. Ask: Should you tell someone ‘no’ you can’t play with it?
4. Read story
5. Ask what can we learn from the Mine-o-saur

**Transition:**  Stomping like dinosaurs

**Group:** one to one with dinosaur eggs

1. Each student will receive an egg and an envelope with dinosaurs in it.
2. They will then look at the number they are given and play the same amount of dinosaurs on the egg as the number in the middle.
3. There are dots for them to count if they cannot figure out the number written on the egg.

**Small Group:**  *Shoe-a-saurus* (this is a 5 day project)

The shoe-a-saurus will be completed today.



**Movement:**

We are the Dinosaurs Sillie Willie Dinosaur Hokey Pokey